

Evaluating the Outcomes of Social Work Education: OSWE

Hilary Burgess (SWAP & University of Bristol),
John Carpenter (University of Bristol)



Evaluating the Outcomes of Social Work Education: OSWE

Funded by SCIE, SWAP and IRISS

With 6 HEIs

- *Anglia Ruskin University*: Joanna Fox, Roxana Anghel,
- *Oxford Brookes University*: Sharon Vitali,
- *University of York*: Juliet Koprowka,
- *University of Southampton*: Kish Bhatti-Sinclair,
- *Bournemouth University*: Anne Quinney,
- *University of Sussex*: Imogen Taylor, Clare Ockwell, Suzy Braye, Michelle Lefevre.

Aims of OSWE (3 year project)

- To test the feasibility of outcome measures and research designs in Social Work Education,
- To generate high quality evidence about the effectiveness of methods of SWE,
- To build capacity and capability amongst academics, including service users,
- To use opportunities to compare and contrast practice between programmes.

A Collaborative Capacity & Capability building model

- Peer learning through Action Learning Set,
- Support, advice and mentoring, F2F, e-mail and by phone (e.g. data analysis).

See Burgess, Hilary and Carpenter, John (2008) 'Building Capacity and Capability for Evaluating the Outcomes of Social Work Education (the OSWE Project): Creating a Culture Change', *Social Work Education*.

Measuring Outcomes

- Measuring changes over time,
- Before-after designs,
- Using and adapting measures.

Primary levels of Outcomes

(after Kirkpatrick, 1967; Barr et al 2000, Carpenter, 2005)

Levels of Outcome

1. Learners' reactions
2. Modifications in attitudes and perceptions
 - Attitudes
 - Motivational
3. Acquisition of knowledge and skills
 - Procedural
 - Strategic knowledge
 - Initial skills
 - Compilation skills
4. Changes in Behaviour
5. Benefits to users and carers

Focus

- Attitudes* to race and racism (Soton)
- Attitudes* interprofessional practice (Sussex)
- Understanding* partnership with SU&C (Anglia Ruskin)
- Communication *skills* with children (Sussex)
- Communication *skills* (York)
- Use of research *skills* (Bournemouth)
- Acquisition of Soc. Wk. *competences* (Oxford Brookes)

Teaching and learning about 'race' and racism: Southampton

Focus: Students' understanding & experience of 'race' & racism; and how 'race' and racism is addressed in the degree curriculum.

Method: Questionnaires to all BSc social science students T1 (week 2 of Semester 1) & T2 (week 8 Semester 2) and sample interviews.

Findings: Small increases in self-rated knowledge and confidence in challenging; impact of teaching apparently small.

Next steps: finding objective measures of knowledge about racism.

Using Research for Practice: Bournemouth

Focus: Outcomes in confidence in research skills.

Method: Pre-Post tests using Research Self Efficacy (RSE) scale (Holden et al., 1999) with subscales on research knowledge and skills. Also 5 items 'using computer and information technology' e.g. How confident are you that you can successfully analyse basic quantitative and qualitative data?" Scale 0-10. Paired t-tests for difference in mean scores.

Findings: Showed significant increases in SE scores.

Next steps: does SE score correlate with assessment grade?

Partnership & Interprofessional Practice: Sussex

Focus: Outcomes of learning and teaching on students' attitudes to IP work taught unprofessionally.

Method: Validated scales from University of West of England IPE programme. T1 pre module; T2 post module; T3 end of course.

Findings: Analysis not yet complete but no overall changes demonstrated as yet.

Next steps: finish data analysis (T3) and compare with UWE.

Outcomes of Teaching and Learning communication skills: York

Focus: Outcomes of teaching communication skills.

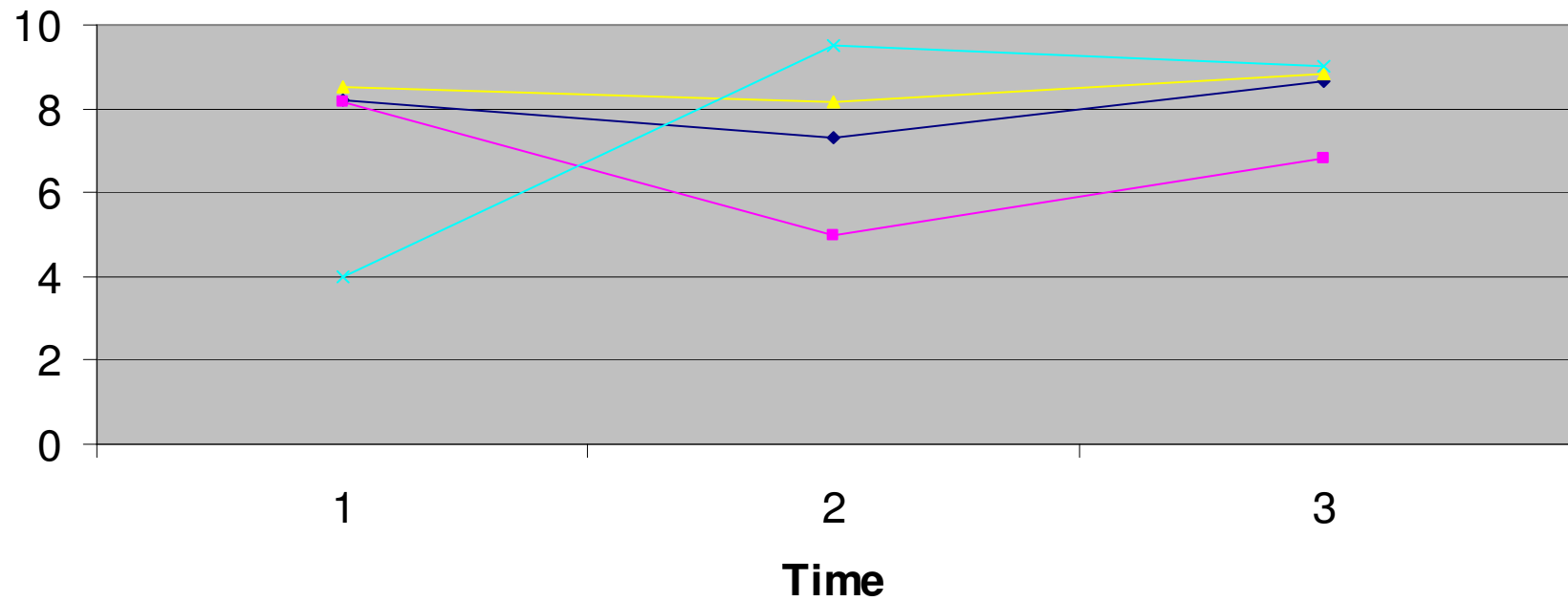
Method: multiple-measure case study design T1,T2,T3

- Self-efficacy scale,
- Recorded interview with service user-actor,
- Self-evaluation of interview,
- Service user-actor evaluation,
- Assessment of video-recording,
- Feedback from service users on placement.

Findings: Numbers small.

Next steps: Repeat with opt-out (cf opt-in) and simplify methodology.

Student A



◆ Self-efficacy

■ Self-evaluation

▲ Service user-actor evaluation

× Assessment

Outcomes of teaching communication with children & YP: Sussex

Focus: To what extent and where in the programme do students develop knowledge, skills and values re communicating with children.

Method: Questionnaire and case vignettes at T1 and T2.

Findings: Increase in student's confidence and knowledge (but not all areas), aspects of curriculum perceived to be most helpful identified.

Next steps: Finish analysis, including mapping individual student's progress.

Learning about working in partnership with service users: Anglia Ruskin

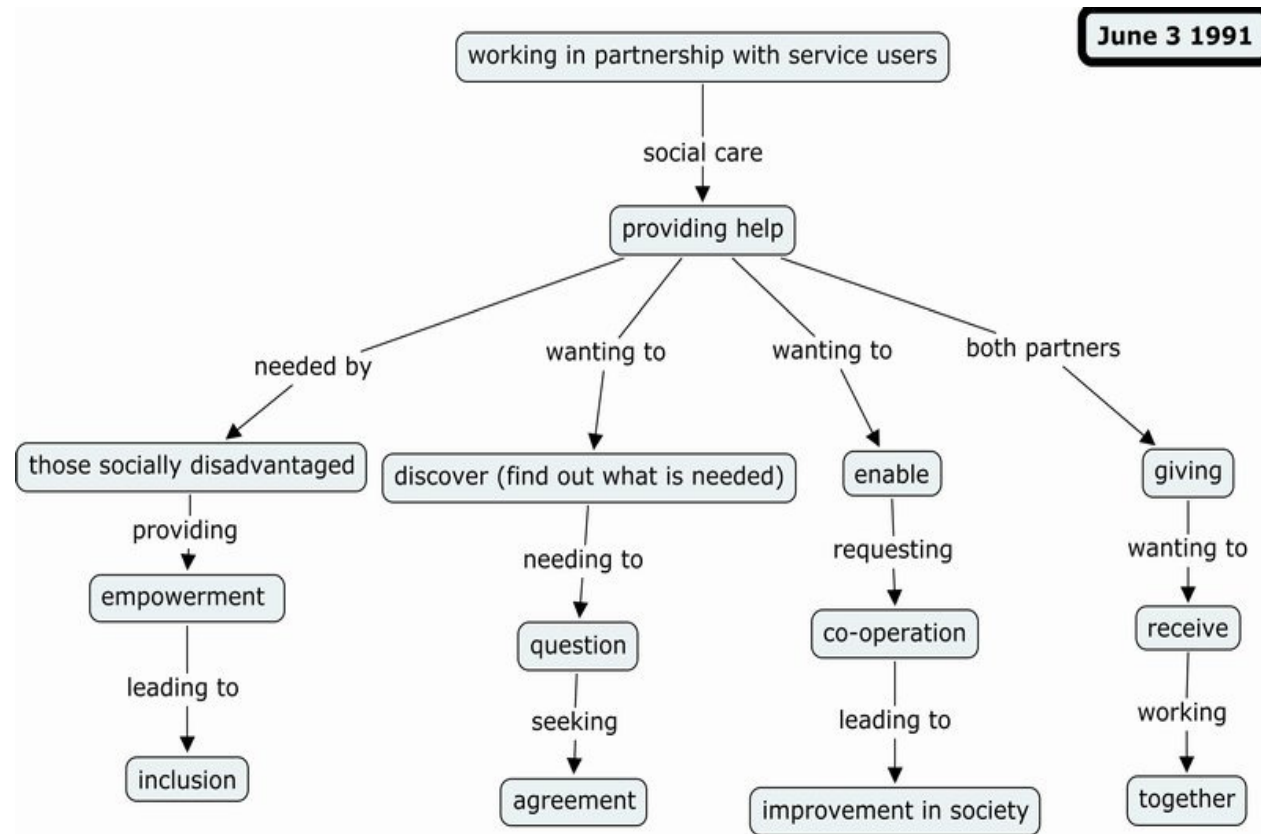
Focus: To what extent and where in the programme do students develop K,S,V re partnership work.

Method: Questionnaire and concept mapping at **T1** (induction week), **T2** (end yr 1), **T3** (end yr 2). Scoring of C.Maps based on validated concept-links.

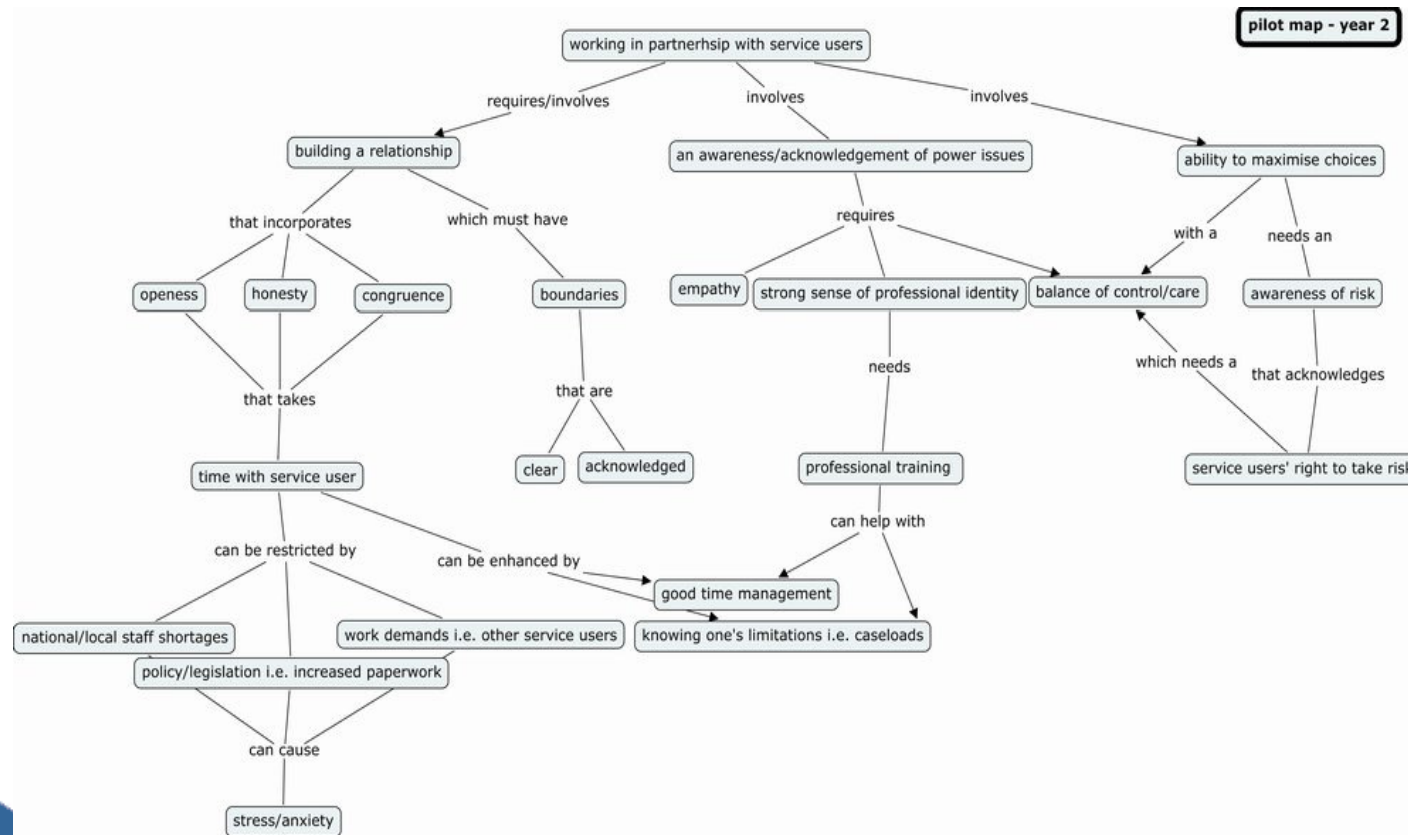
Findings: Overall increase in learning. Significant methodological challenges for CM but powerful pedagogic tool.

Next steps: Concept maps used at T1+T2 on 2 other modules for formative learning.

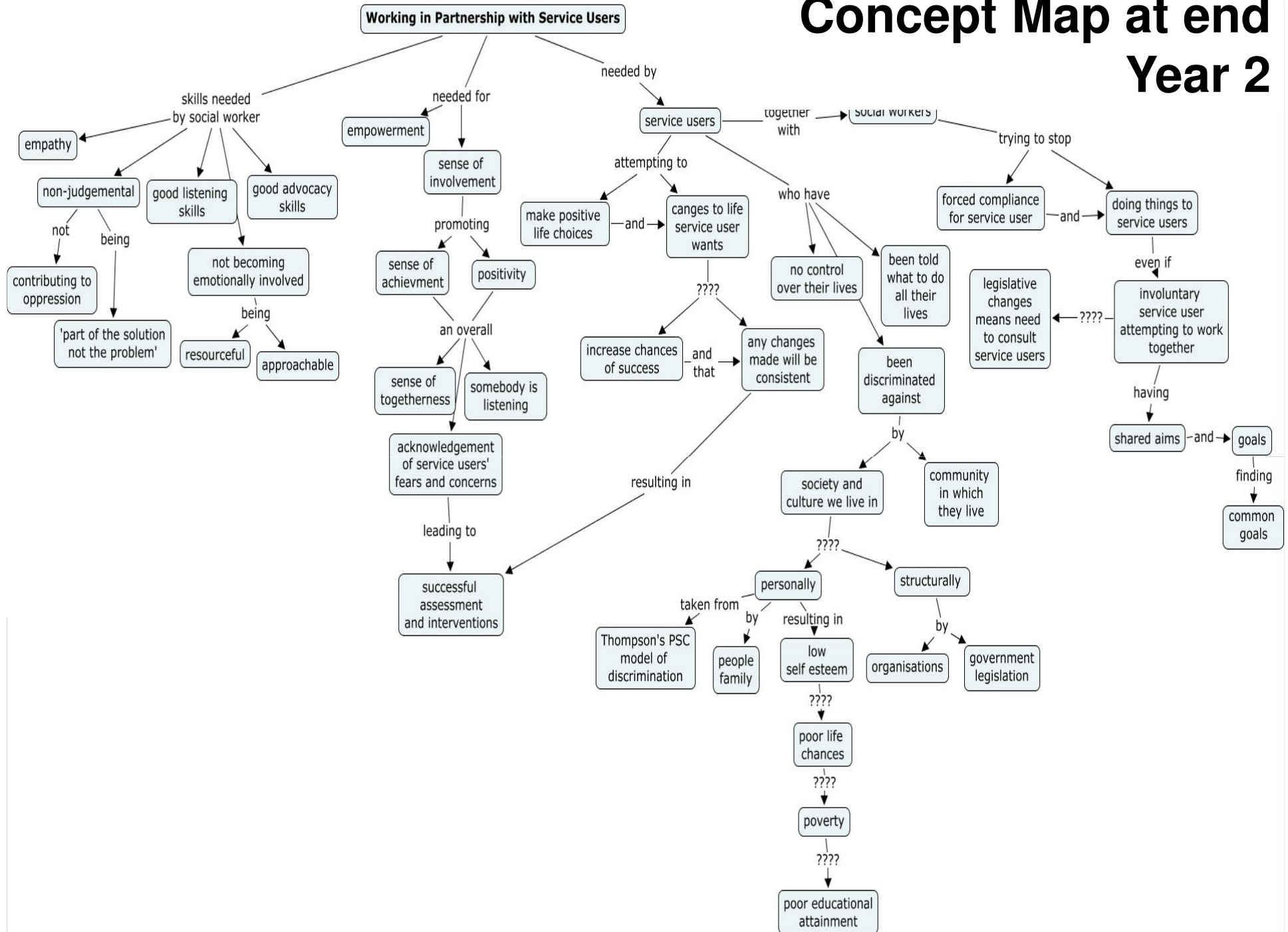
Concept Map at start of programme



Concept map at end of Year 1



Concept Map at end Year 2



Measuring the Acquisition of Competency: Oxford Brookes

Focus: When and how do students acquire competence in SW through the programme?

Method: Repeated Measures Fixed Outcomes based on National Occupational Standards Units (includes RICET + Personal learning Plan + Practice Portfolio evaluation by tutor and PT), using 0-5 scale to measure competence. Baseline to graduation. 89% of cohort.

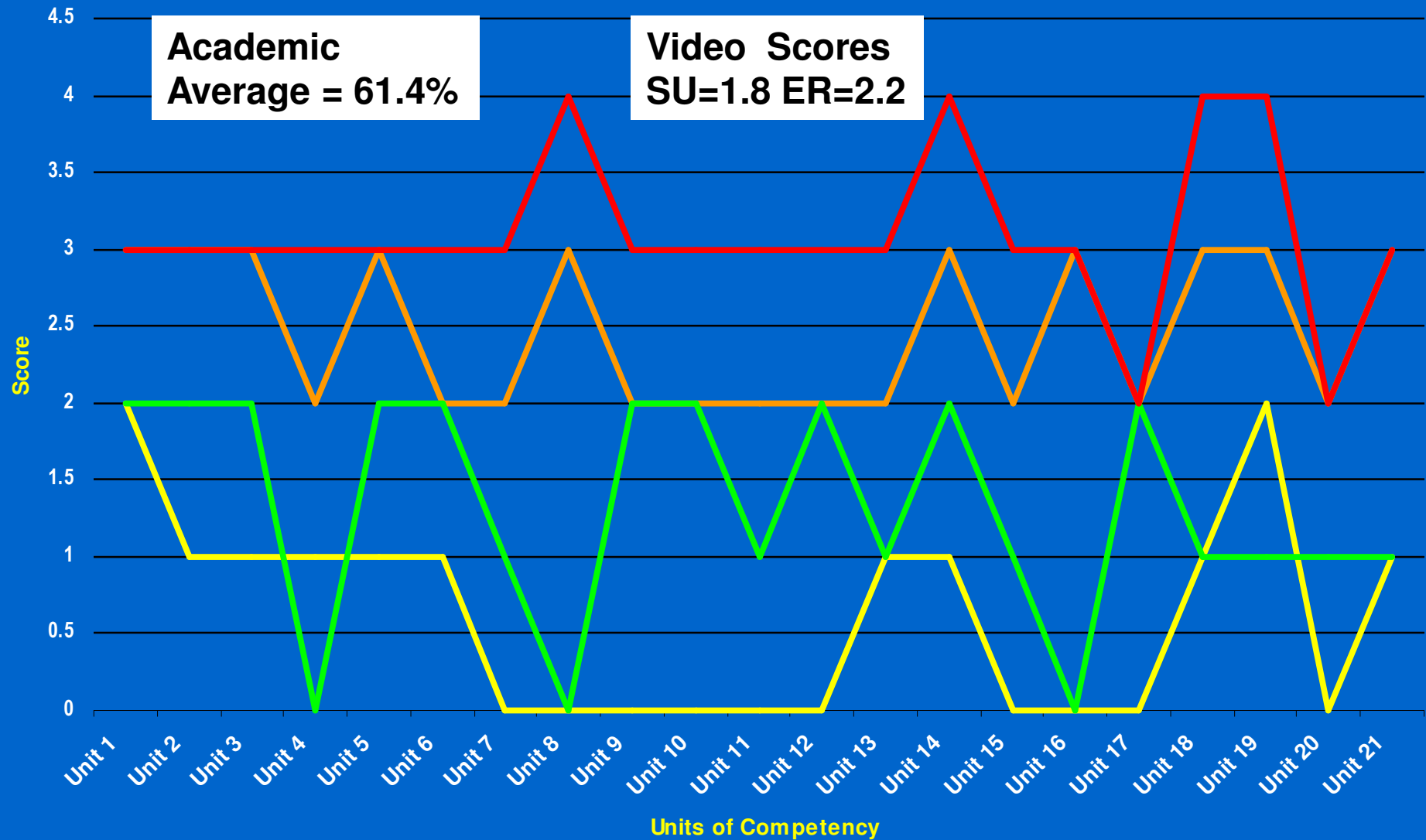
Findings: Overall increase in competence tracked. Indicates aspects of curriculum that need attention. Powerful tool for reflection.

Next steps: Complete analysis for end of programme. Compare with another programme.

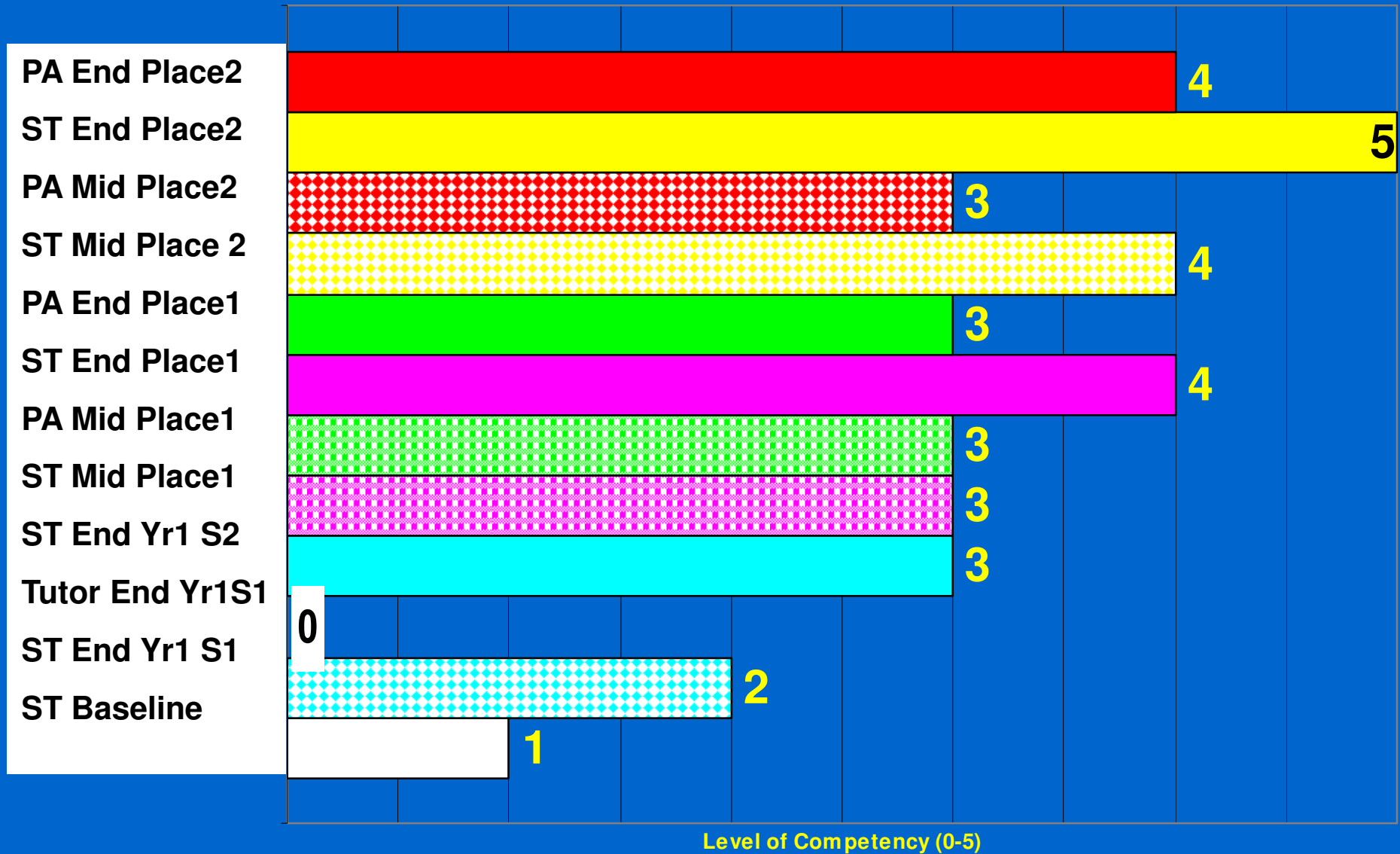
Acquisition of NOS Competencies Year One

— Student Baseline
— Tutor End Sem1

— Student End Sem1
— Student End Sem2



Acquisition of NOS Competency Unit 4: Respond in a Crisis Situation



Key issues from OSWE project

1. Formulating an appropriate, specific *research question*
2. Selecting/adapting appropriate *methods* to measuring change
3. Negotiating *student engagement*, balancing ethical concern to allow opt-out with maximising engagement
4. Establishing *involvement of service users/carers*
5. Getting *support from colleagues*
6. Freeing *space/time/resources* for the research

Key issues (cont)

7. Balancing roles of teacher and researcher: at times complementary, at times conflicting
8. Accessing expertise/learning to analyse and interpret data
9. Finding comparison sites
10. Feedback to programme/colleagues about findings & implications for rest of programme
11. Value of collaborative capacity building model

Thank you

To our sponsors: SCIE, SWAP and IRISS

Contacts: j.s.w.carpenter@bristol.ac.uk
h.c.burgess@bristol.ac.uk

Resource:

Evaluating Outcomes in Social Work Education

<http://www.iriss.ac.uk/node/88>